DOCUMENT RESUME

ED 311 864 IR 013 983

AUTHOR Scriven, Bruce
TITLE Teaching Externally. A Handbook for the Guidance of Staff. 2nd Edition.
INSTITUTION Brisbane Coll. of Advanced Education (Australia).
PUB DATE Mar 86
NOTE 64p.; Appended materials printed on colored paper may not reproduce well.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Distance Education; Educational Planning; *External Degree Programs; Faculty Development; Faculty Handbooks; Foreign Countries; Higher Education; *Instructional Design; *Instructional Development; *Material Development; Measurement; Media Selection; *Nontraditional Education; Teacher Developed Materials
IDENTIFIERS Australia

ABSTRACT

This guide was prepared for staff members responsible for preparing materials for a program of external teaching at Brisbane College of Advanced Education. It includes information on the planning, development, and production of teaching units, including instructional design guidelines for: clarifying goals and objectives; maximizing student motivation; relating new knowledge to previous knowledge; providing feedback; promoting both long-term retention and transfer of learning; and selecting media. Also provided are policy guidelines for: (1) dispatching materials to students; (2) submitting drafts of instructional products to editors and typists; (3) using copyrighted materials; (4) managing instruction; (5) grading students' work; (6) planning study schools; and (7) selecting textbooks and reference books. Documents related to these guidelines are appended. (GL)

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Brisbane
College of Advanced Education

TEACHING EXTERNALLY

A handbook for the guidance of staff

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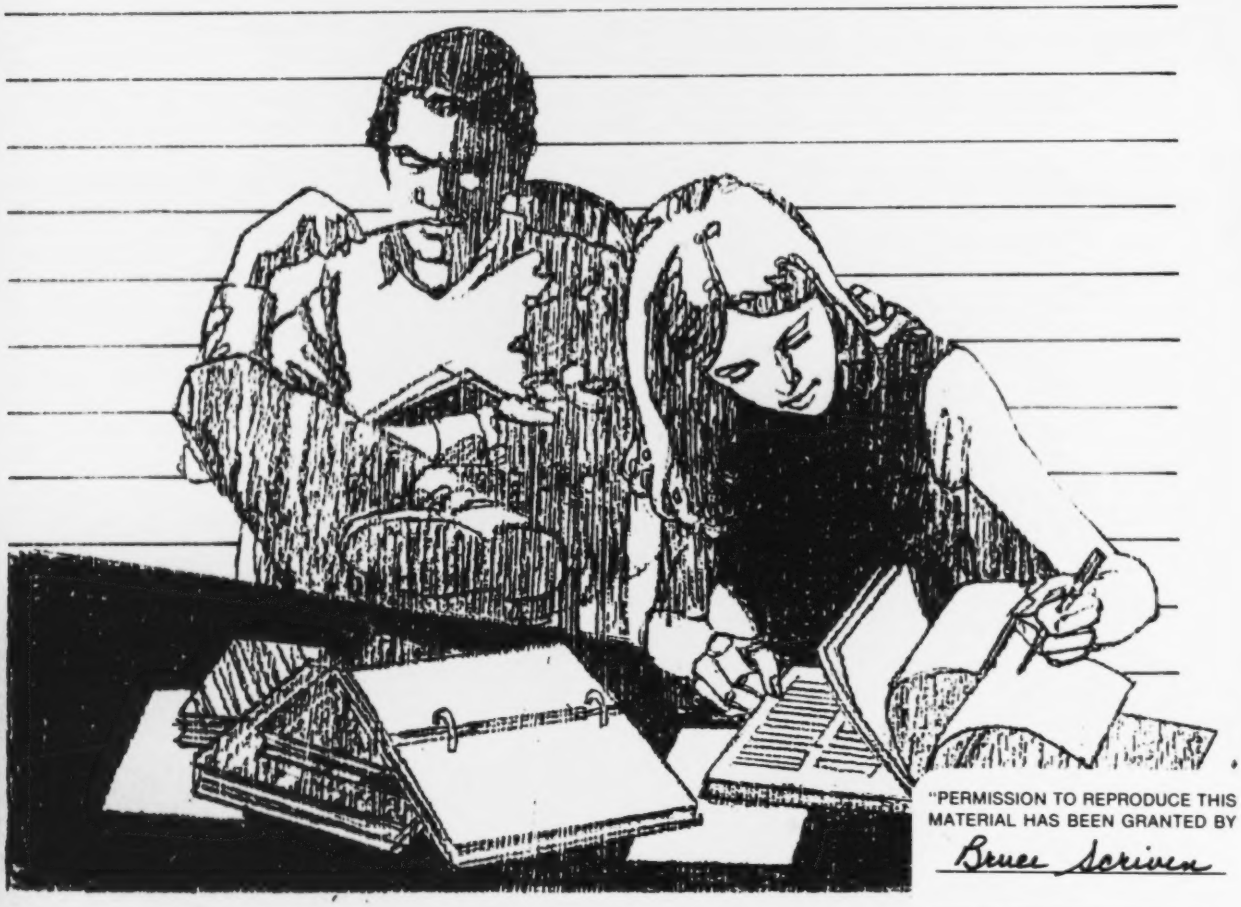

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Brisbane College of Advanced Education. March, 1986. (2nd Edition)

BRISBANE COLLEGE OF ADVANCED EDUCATION

TEACHING EXTERNALLY

A Handbook for the Guidance of Staff

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PREFACE

The material in this booklet has been prepared for the guidance of members of staff who are, or will be, involved with a program of external teaching.

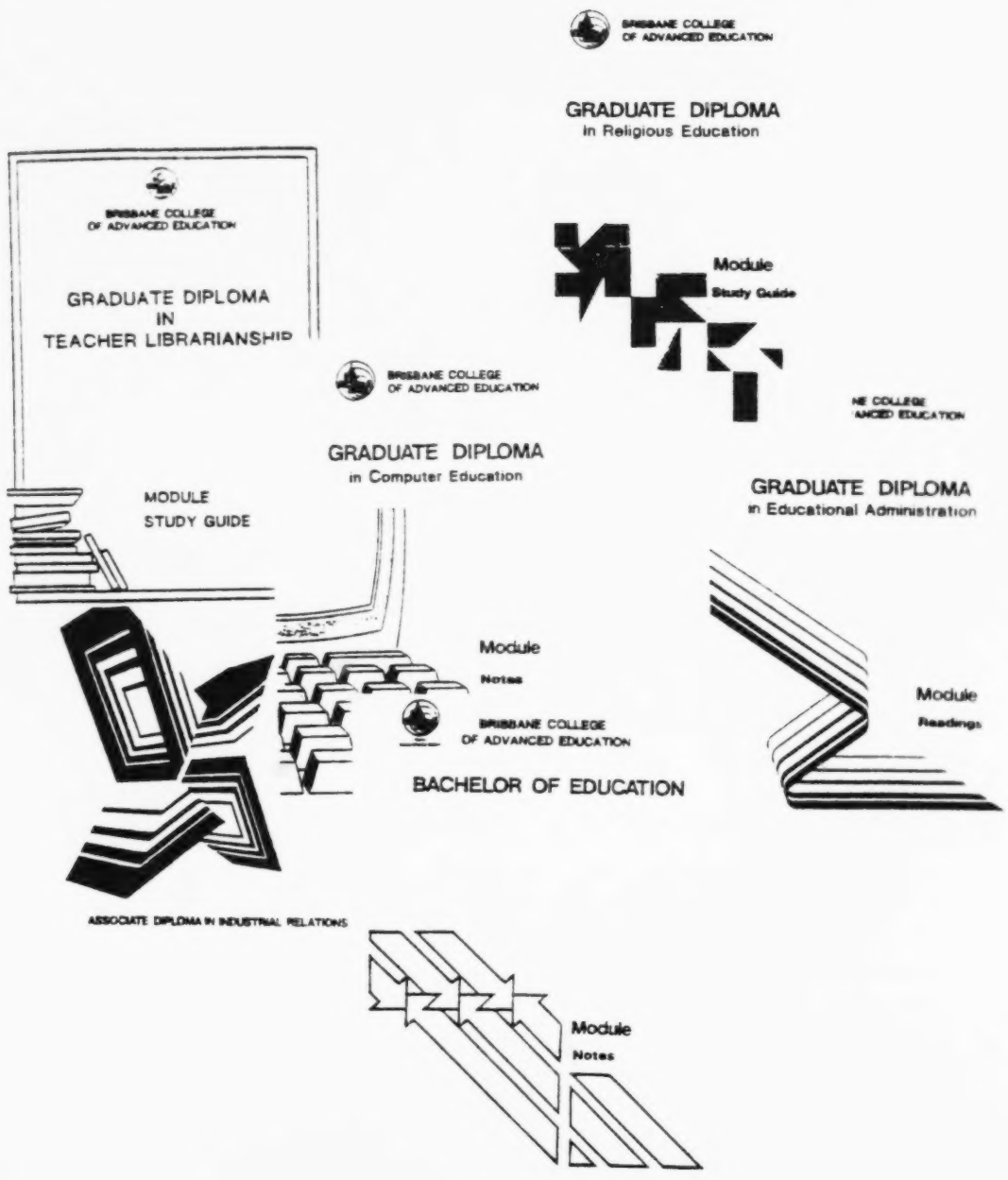
Although it is meant to be a multipurpose publication in that different aspects of it will be of interest to different groups of people, its main aim is to assist academic staff who have the responsibility for preparing material for external students.

Readers may already be familiar with some of the information and procedures that are outlined. Much of it is based on common sense and experience rather than on the results of rigorous academic research. However, we would expect to make changes, additions and deletions in the light of feedback we receive from you and in the light of future developments.

An effort has been made to cover most of the aspects of external studies that are of major importance in our efforts to provide the best possible service to external students and we readily acknowledge the use of ideas found in similar publications used by the following tertiary institutions - Deakin University, Murdoch University, University of New England, Riverina-Murray Institute of Higher Education, and Warrnambool Institute of Advanced Education.

B. Scriven,
Co-ordinator of External Studies.

PREPARATION OF AN EXTERNAL UNIT



1.1 INTRODUCTION

1985 saw the introduction of three new courses at Brisbane College of Advanced Education : A Bachelor of Education Degree (replacing three different courses), a Graduate Diploma in Education and an Associate Diploma in Industrial Relations. A program of Bachelor of Education unit offerings is now prepared two years in advance and although changes (mostly deletions from the program) will occur, departments have more prior notice of their commitments and obligations to external studies than it has been possible to provide for in the past. Furthermore, most of the Bachelor of Education units will be prepared and taught by more than one department from two or three campuses.

It is in this context that an attempt is made in this section to establish a time-line for the production of new external units. Any such time line can only be a guide because there will be many different requirements for all the units involved. Thus, for example, it is neither practical nor sensible to insist that, for every unit, the first 50 pages of notes should be submitted by a particular date. As shown on the chart in Appendix A a final date for the receipt of copy for typing each module is set but clearly it is in the interests of all concerned to submit work as early as possible.

In preparing the guidelines outlined below the following assumptions have been made:

(a) There will be a lead time of two semesters in which to prepare a unit, i.e. for a unit set to be offered externally for the first time in Semester 1, 1987 writers will commence work early in Semester 1, 1986.

(b) Each unit will be 'written' by a unit team, mostly with cross-campus involvement. (This has both advantages and disadvantages. The main disadvantage is the extra time required for liaison).

(c) Each unit team will appoint a co-ordinator who will, in effect, be the team leader and responsible for convening meetings, liaising with others and ensuring the deadlines are met. (When there is only one staff member who is given the responsibility for developing a unit at least one or two others should be asked to act as consultants/advisors at appropriate stages in the unit's development.

(d) A librarian and a media expert should be members of each unit team. (Such persons would not be required to attend all, or even most, meetings of a unit team but should be available for consultation as required and kept informed of developments).

(e) All typing of external studies notes will be done by staff of the External Studies Unit on word processing equipment so that corrections, additions and deletions can be readily made and staff can be provided with draft copies of material quickly and cheaply.

(f) Consistent with some cost restraints, only work of the highest quality will be produced. Costs of production (other than academic staff costs) will normally be a charge against the External Studies Unit but the Co-ordinator of External Studies must be consulted before any expenditure commitments are made e.g. producing video tapes.

(g) The relevant campus liaison persons will act as advisors to unit co-ordinators, render every assistance possible, and ensure that schedules are adhered to. This may require regular (weekly!) contact with campus liaison persons.

(h) All jobs take at least twice as long as we expect them to take. (Actual writing of external studies notes is a particularly notorious example of this proposition).

(i) If something can go wrong at the last minute it probably will.

(j) Staff will read this publication. (Copies are available from the Co-ordinator of External Studies).

1.2 PLANNING, DEVELOPMENT AND PRODUCTION

(There may be considerable overlap of steps)

Step 1. Convene Unit Writing Team

Team to consider all aspects of the unit in relation to:

- Academic needs - writers, consultants, editors, instructional designers.
- Resource needs - textbook(s), references, journals, kits, slides, computers, audio and/or video cassettes, supplementary or optional material.
- Assessment needs - study schools, teleconferences, tutorials.

Step 2. Writing of Units

- All units are to be divided into modules but the number of modules will depend on the subject matter being treated and the writer's perception of how it might best be taught. Modules may be particular topics or teaching segments and each module may comprise one or more of a Study Guide, Notes, Readings, Tape(s), Slides, Kit(s), etc.
- It may not be necessary to complete the writing of one module before another is commenced.
- The final version of all material for printing should be ready to go to the printer no later than 1 December (or 1 June for units to be offered in second semester).
- The editor may need to be consulted frequently during this stage (Currently the External Studies Unit employs a full-time editor/proof-reader/copyright officer who is based at the Kelvin Grove Campus).

Step 3. Graphics, Tapes, Slides, Kits, etc.

- Liaison with graphic artists and media services should commence at an early date. It is not possible to specify a rigid timetable since this will depend on the total workload of the relevant personnel at a particular time. The general rule must be to allow as much time as possible. Tapes requiring special scripts will take longer to produce than taped lectures or talks.

- Audio and video tapes, slides and filmstrips should be ready for copying no later than 1 November (or 1 May for units to be offered in second semester).

Step 4. Final Proof-reading and Checking of all Material

- Process should be fairly brief if previous steps were completed correctly.

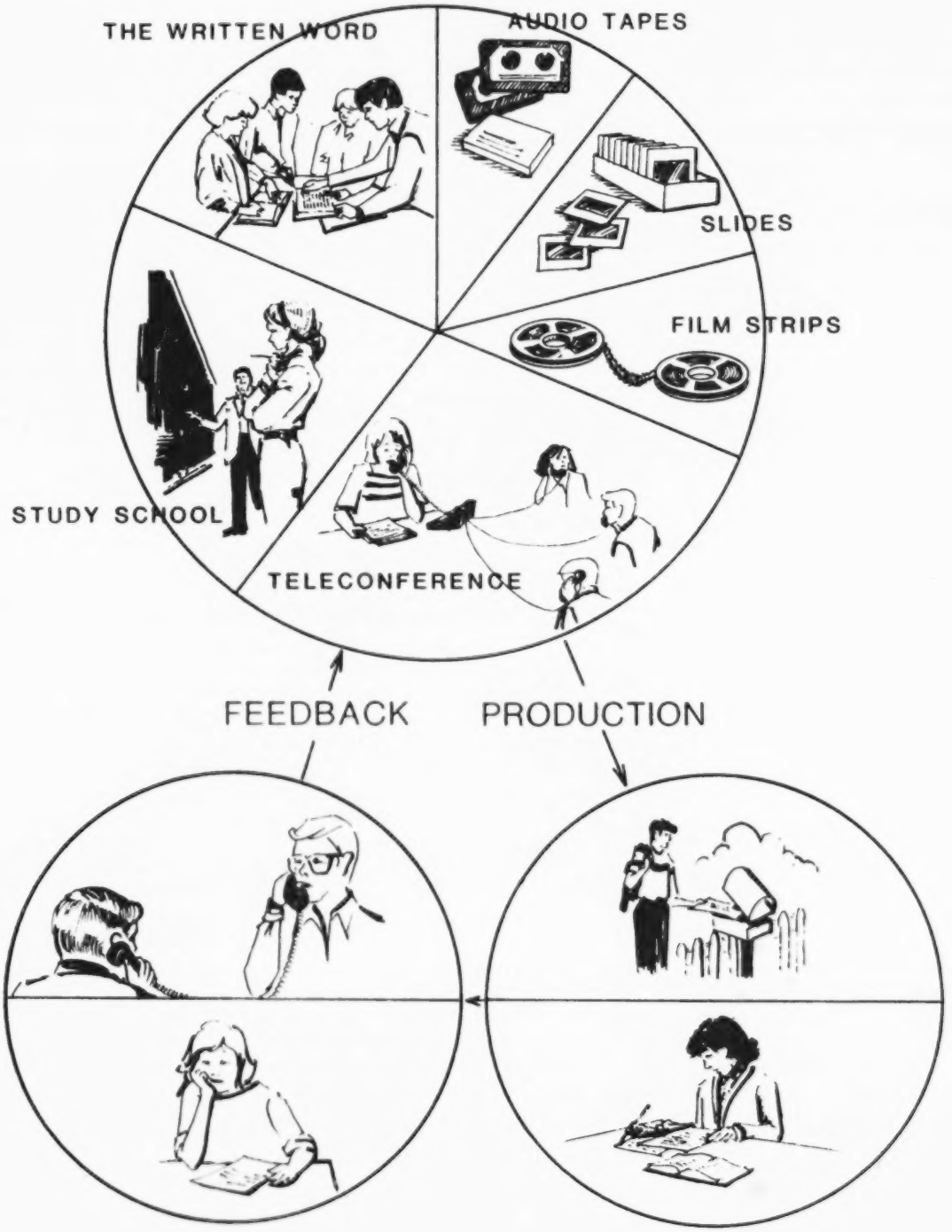
- Consider referring all material to a 'third party' e.g. a prospective student, for comment.

1.3 SUMMARY

The diagram in Appendix A summarises the steps involved. It is an attempt to fit a logical development model to the unique circumstances of the Brisbane College of Advanced Education situation and, as such, comments and suggestions would be greatly appreciated.

Staff should not hesitate to contact a campus liaison person or the Co-ordinator of External Studies (who is also the liaison person on the Kelvin Grove Campus) to report problems or difficulties or seek assistance.

GENERAL CONSIDERATIONS FOR WRITERS



2.1 AIMS AND OBJECTIVES

Perhaps your first task as a preparer of external material, is to clarify the aims and objectives of your particular unit. They should be consistent with the course aims of which the unit is a component and should guide the construction of your whole teaching program. To a large extent they will also influence the assessment procedures you decide to adopt.

2.2 CONTENTS AND STRUCTURE

In many cases an analysis of learning objectives will automatically lead to a description of unit content but it seems important to clarify in your own mind what the student must know, should know and might find useful to know. This will further influence the emphasis you place on a particular aspect of a unit and perhaps even the quantity of material you provide for your students.

Most units are regarded by specialists as having a logical structure which influences the order and manner in which they are taught. However, didactic and psychological considerations must be taken into account. Just as classroom teachers limit their covering of areas to those aspects which students can benefit from at a particular time so, too, should distance teachers observe this principle if they are to make it possible for students to digest and benefit from a particular program.

This may present a dilemma since lecturers doubtlessly will also have colleagues (and critics) in mind when preparing external material and may be tempted to prove their scholarly standard in such a way as to create confusion and uncertainty in students. Such a temptation is clearly not in the best interests of our 'clients' and should therefore be resisted.

The didactic aspect of distance education material implies that there should be a mixture of

- information presentation
- examples
- quotations
- discussions
- suggestions for student activity, and
- exercises

in the interests of motivation, of variation to counteract tiredness and flagging attention, and of securing the acquisition of knowledge.

Distance educators tend to point to the following functions as essential to developers of distance teaching material:

A. to arouse attention and motivate; the presentation of objectives that are within near reach appears to be of particularly great importance in this respect

B. to make students aware of the expected outcomes of the study

C. to link up with previous knowledge and interest

D. to present the material to be learnt

E. to guide and structure, offering guidance for learning

F. to activate

G. to provide feedback

H. to promote transfer

I. to facilitate retention

The printed and written word is usually the main medium of distance education.

A printed distance study unit is basically different from a textbook with questions. A textbook gives all relevant facts and, if it is a good textbook, it does so in a clear and logical way, but it does not guide or teach. That is to say, it does not induce the student to learn, as we must expect of a distance study unit. The presentation of facts in a textbook has normally to be supplemented by the exposition of a teacher, who tells students what to pay most attention to, what comparisons to make, etc. A distance study unit guides and teaches by giving complete explanations with elucidating examples, by providing exercises of various kinds and by constantly referring to what the student has already learnt to master. It is thus a substitute for both a textbook and the exposition of a teacher. (See Appendix B)

Ideally, material to be taught is divided into parts, suitable as study segments (blocks of topics etc.) which can be sent to students as their work progresses. After students have completed their study of a segment, they answer questions, solve set problems, write a report or an assignment or otherwise submit work for comment, correction or suggestions. In practice, and particularly at the tertiary level, a number of study segments are usually mailed to students at the one time. In fact, for some units, it might be appropriate to send all the study material in the one mailing. From the students' point of view, however, it is important that comments on submitted work be conveyed to them as soon as possible and certainly well before the next piece of work is prepared for submission.

The idea behind the division of the material into study segments is that the students should be offered a suitable quantity of learning matter at a time so that they can regard the study of each segment as a separate task and can always survey the material to be learnt. The theory is that in this way it is possible to prevent the bulk of possibly difficult study material from intimidating them. With each finished segment and with the tasks in it completed they see the results of their work.

Most of you who are preparing material for the first time will also have lectured, or are lecturing, in the same unit internally. A convenient way of dividing your material into 'study segments' might be to break it down into

weeks of work which parallel your internal program of lectures. As most external units are worth 10 credit points this implies that each segment might require the average student to spend 10 hours involved with it and that each semester unit might comprise 14 separate study segments.

Naturally this is only a guide and it may not be appropriate in all cases to exactly parallel an internal program. Also it may be necessary to introduce other activities to replace the internal tutorials and seminars, and this is certainly not impossible.

Too often, it seems,the assumption is made that by presenting the student with copious quantities of written material they will

a) read it,
b) learn it

This is not only naive and unrealistic but it is uneconomic. It is particularly useless if there are no stimulating guide questions, the understanding of the material is not assessed or the material is unrelated, or only indirectly related, to your aims and objectives.

Remember that most of your students are busy people. They will be studying your material after a hard day's work in time that would otherwise have been devoted to leisure. Your material therefore needs to be stimulating, interesting, attractive and needs to provide a variety of activities to keep students involved.

A useful technique which tends to promote learning is the incorporation of questions in text material. Questions integrated in texts tend to support awareness of study objectives and help students to separate what is essential from less important items. Questions placed before a text guide, and to some extent control, the learning, which seems to lead to effective learning of the matters on which questions are asked, but little learning of other matters covered by the unit. Questions placed after the text appear to have a more general effect, stimulate learning of greater depth and generally seem to induce students to study the immediately following parts carefully and somewhat slowly.

2.3 CHOICE OF METHODS AND MEDIA

Perhaps the basic methodological decision concerns the question to what extent oral elements in the form of face-to-face sessions are to supplement the distant study program. Such face-to-face sessions would normally take one of three forms:

A. visits by lecturing staff of the college to country areas;

B. appointment of tutors in country centres to assist students;

C. study schools held at the college or country centres.

Whereas one school of thinking finds face-to-face sessions essential, another finds them unnecessary and even, in some cases, harmful. On a world-wide basis

no conclusive proof has been established either to prove the necessity of face-to-face elements or to reject them as conventional 'extras'.

As far as the students themselves are concerned it would be generally true to say that every effort we take to reduce their feelings of isolation are greatly appreciated. It is not usually the isolation from the lecturer, however, that is regarded as of most concern but rather the isolation from other students.

Apart from actually bringing students together, other ways of helping to reduce the sense of isolation often felt by external students include:

a) using an audio tape to introduce yourself in an informal way;

b) commenting on individual assignments by audio tape;

c) using audio tapes (with your own voice) to guide students through the study material;

d) initiating personal contacts among students and between your internal and external students;

e) holding teleconferences on a number of occasions during the semester.

In the Queensland situation at the present time the media available for use in most distance education programs are somewhat restricted. The main ones used are:

- the printed and written word accompanied by illustrations and diagrams,
- audio recordings - mostly on cassettes,
- colour slides and film strips,
- concrete materials in the form of kits and models,
- the telephone (including teleconferencing, teletutorials).

Some other forms which have potential and are in fact already used in some units include:

- video cassettes
- overhead projector transparencies
- microfiche

Whatever the media you wish to use it should be remembered that it is the use made of the media, rather than the media themselves, that is the decisive factor governing learning efficiency.

2.4 TWO-WAY COMMUNICATION

The two most frequently used forms of two-way communication used in distance education are:

- the written word, and
- the telephone.

The first of these is far more common than the second and usually takes the form of student assignments which lecturers mark and then comment on. Particularly where assignment results are to be used as a part of assessment procedures it is important that students receive worthwhile feedback on their efforts. Students do not like getting assignments returned to them without comment - even if they receive a grade of A. Even worse is to give a student a grade of C yet not give him or her any guidance or help as to why this grade was awarded or how it may be improved.

Students seem to accept and profit from comments and corrections given within 7-10 days after an assignment has been completed, but are usually dissatisfied if the delay is longer. Students are generally highly appreciative of the two-way communication element and expect rather full comments on their submitted work within as few days as possible.

A survey carried out in 34 European correspondence education institutions, including the Open University, reveals the following functions of assignments in order of considered importance (by the institutions).

a) To give the students effective feedback - help them to correct their mistakes and control their progress.

b) To motivate the students, owing to the fact that the assignments for submission serve as sub-goals.

c) To make it possible for the institution to evaluate the students' achievements during the course, in order to be able to give each student help ('formative evaluation').

d) To give the instructor/tutor opportunity to motivate the students by giving them encouragement, praise, etc.

e) To activate the students.

f) To give the students opportunities for application and transfer of their knowledge.

g) To make it possible for the institution to evaluate the students' achievements and mark their solutions, in order to be able to give them certificates at the end of their study ('summative evaluation').

h) To give the institution feedback - help it to find out how well its instruction works and in what ways the material should be revised.

i) To create opportunities for contact between students and the institution, in order to counteract students' feelings of isolation.

j) To give the students opportunities for survey, summing up and integration of various parts of the unit (or different parts of the course).

k) To focus the students' attention on important learning objectives.

l) To serve as a means for the students to revise the whole study unit.

m) To teach in such a fashion that knowledge is retained, through practice in writing.

n) Sent according to schedule, to compel the students to regular work.

The position of the 'summative evaluation' function as seventh on the list should be noted! For most units that have been offered by this college, this function would probably appear nearer the top of the list. The justification for this should be clear in your own mind when determining the assessment procedures you wish to use for your unit.

The number of assignments, tests etc. that you may require from external students in a particular semester will depend on a number of factors, including your own personal philosophy of distance education and the actual objectives of your program. Further information concerning this matter will be given below but the average requirement for most semester units offered in the past has been 3 or 4 assignments requiring about 6,000 words of writing from students. Units for which an examination is prescribed would normally require fewer assignments.

2.5 SOME IMPORTANT IDEAS

The considerations referred to above are not only preliminaries but should pervade the whole development process. However, there are also other matters to be considered as a distance education unit is developed.

Typical of a successful distance education unit is what Ausubel states about programmed instruction: it provides 'for organizing, unifying, and explanatory ideas; for unusual lucidity of presentation; for early confirmation, clarification, and correction of newly acquired concepts and principles; for consolidation or necessary overlearning of existing knowledge before new material is presented; and for sequential organization of subject matter.'

Careful attention must be paid to the density of information transmitted to students. Research by a number of people has shown the value for motivation and learning of moderate density of information in print. Some stress the importance of avoiding both extreme concentration and long-windedness, whereas others show that marginal information of illustrative value both supports the learning of the main points and is itself incorporated in the knowledge acquired.

In brief, do not try to cover too much new material too quickly.

Weaving text and pictures into one integrated presentation which includes explanatory drawings, pictures, photos of details and text is a possible approach in many units.

Separate guides on 'how to study' seem to have less influence on students than guidance built into an individual program. You should remember that there may be many students enrolled in your unit who have not engaged in any tertiary studies for ten or more years and may never have studied your subject area before. These students frequently need encouragement and guidance and you could assist here by providiing a systematized survey of the main points and by posing questions that stimulate the clear and logical arrangement of the items of knowledge to be summarized. Further, you could ensure that students draw conclusions which are correct and meaningful.

The specific issues of style and readability are relevant for printed material. The accessibility and effectiveness of texts are mainly dependent on four 'dimensions':

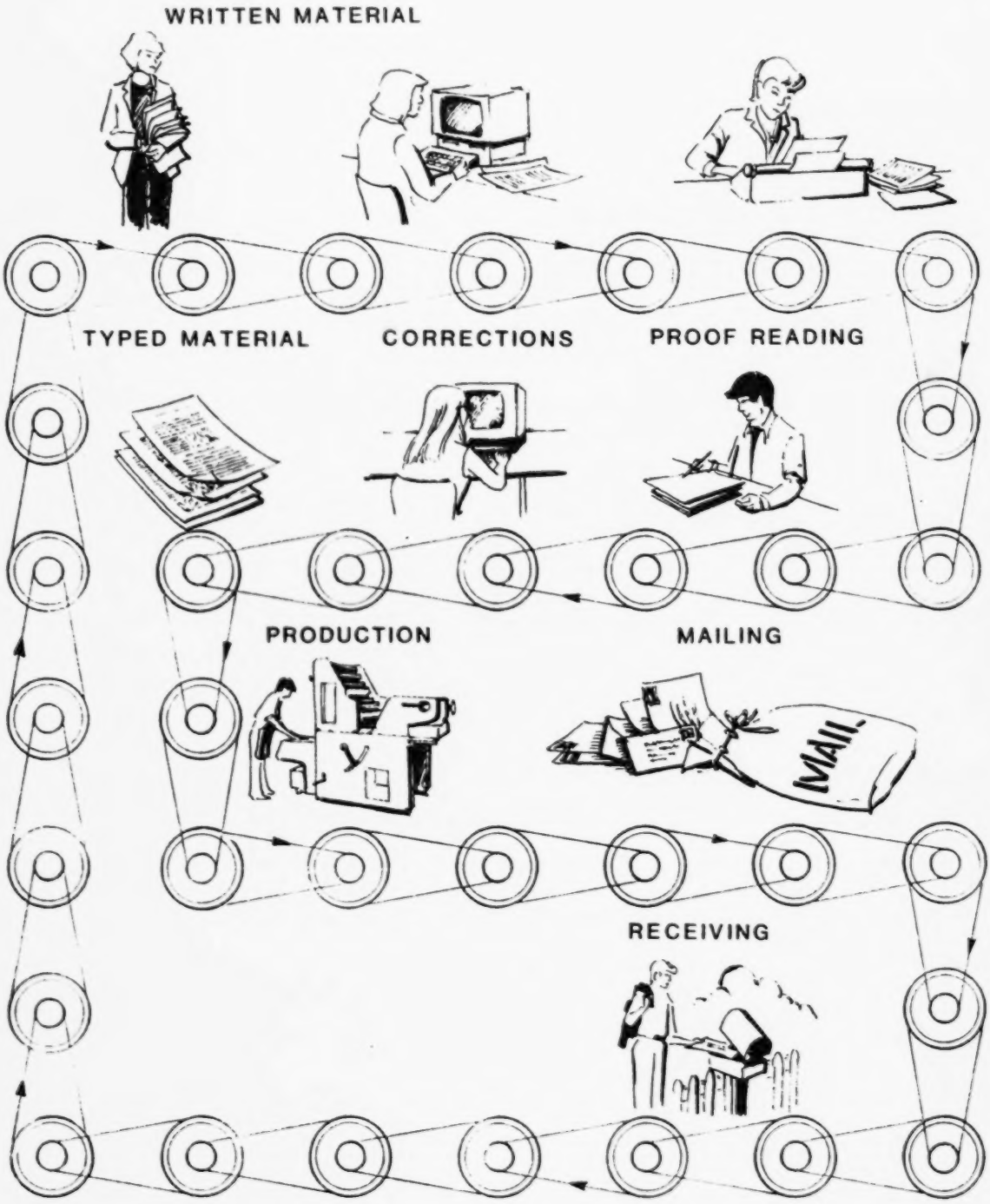
- simplicity of sentence structure and vocabulary
- structure and cohesion
- succinctness and relevance
- additional stimulation

You should keep these in mind when writing your material. As one writer points out, 'Maybe attempts to comply with the requirements of didactic conversation and to use the style of personal correspondence on intellectual matters can pave the way for readable texts in distance education courses.' (Holmberg, 1977)

Layout and general typography of printed material may also influence its effectiveness (although there is no direct evidence that this is the case). Logical divisions of the text into reasonably short paragraphs, generous spacing of chapters, sections and paragraphs are obviously of some help to students.

Similarly the use of headlines and sub-headings will facilitate legibility and the structuring of contents. External Studies typists have developed a uniform, and consistent style which can apply to most units however, if you have any special requirements, you should not hesitate to consult them.

SPECIFIC DETAILS



3.1 INTRODUCTION

The preparation of an external unit is based on the principle that the objectives of the unit and its role in the whole course are the same for both internal and external modes. However, a major difference as far as lecturers are concerned is that the lead time required to prepare and produce material for the external mode is generally much greater than that required for the internal mode. As a result, planning for a unit to be offered for the first time needs to commence at least a year before it is to be offered and the actual writing of notes and study guides needs to commence no later than six months before a first offering.

The actual typing of notes is carried out by External Studies typing staff. As a general rule material to be typed must be submitted at least three months before the date of despatch to students but a reminder sheet which sets out deadlines and also seeks various details from you will be forwarded to you during the semester prior to your unit being offered. A typical reminder sheet is included in Appendix C.

As from July 1985, we have had in our employment a Copyright Officer/Editor/Proof-reader who will deal specifically with External Studies material. Should you wish to employ her services we would appreciate it if you could give sufficient notice and outline the areas in your material where you require editing, proof-reading or both. It is unlikely that she will be able to deal with all aspects of your materials and therefore the accuracy of the final product will continue to be your responsibility.

3.2 DESPATCH INTERVALS

You are, of course, free to choose whether you send out your material in a few despatches or in more frequent smaller batches. It may be advisable not to make the first batch too large because:

(a) the receipt of one large batch of material at the beginning of a semester can be psychologically daunting, especially to new students

(b) flow of material at regular intervals provides a form of contact between teacher and taught and often is a stimulus to the lagging student

(c) enrolment cancellations and the majority of withdrawals occur in the first few weeks of a semester.

First batches of material (should contain sufficient reading and/or study guides to occupy students for at least two or three weeks so as to allow for second batches of material to be prepared for despatch about the third week of the semester. This intervening period allows enrolment procedures to be finalised, class lists to be completed and address variations to diminish. Subsequent batches may be sent at any convenient time or even distributed at Study Schools (where these are prescribed).

Before setting despatch dates you should give consideration to the implications for the external library. It is, for example, very frustrating for students to

borrow books to help them with a particular batch of material, return them to the library, and then find they are needed again for the next batch of notes that arrive.

3.3 PREPARATION OF MATERIAL

You may submit your material either typed or in clear manuscript. We will type the material and submit it to you for proof-reading. The task of proof-reading is most important. Upon request, our proof-reader/editor will handle the initial proof-reading and editing of the first few drafts and offer any assistance that may be required. This particularly applies to units which are being offered for the first time.

It is anticipated that the editor will only handle a selection of units from start to finish and therefore, in the majority of cases, the responsibility is on you to ensure that the final draft is correct. Many problems can arise if an error is overlooked since it may be necessary to send out correction sheets in a separate mailing to all enrolled students. Apart from the fact that this can be expensive, it does not convey a good impression.

We arrange for the printing and collating of material after any necessary changes have been made to the original typed manuscript.

A special plea is made to you to ensure that manuscripts are legible. Scrappy, poorly organized or illegible notes present typists with unnecessary difficulties which cause mistakes that may require laborious and time-consuming correction procedures. The same consideration applies to photocopied reading materials. Please ensure that your photocopies are on single pages (not back-to-back) and of clear and intelligible quality.

Material will be printed on A4 size paper but you might like to consider specifying that different coloured paper be used for different purposes. Thus:

assignments/exercises - pink
study school information - blue

3.4 COPYRIGHT

Because of copyright rules it has become normal practice to include all readings, journal articles and other printed material for which copyright exists in separate 'Readings Booklets'. You should make yourself familiar with the copyright legislation, particularly as it applies to external studies, as it is your responsibility to ensure that the correct procedures are followed before we are able to authorise any printing. For further information you should contact our External Studies Copyright Officer or the relevant Campus Copyright Officer. A copyright flow chart is shown in Appendix D.

As a general guide, reproduced reading material issued to external students should be limited to a maximum of 300 pages per semester unit.

This limitation refers to the provision of reproduced journal articles and/or book extracts and naturally assumes that copyright laws are complied with.

Lengthy 'quotations' from books and other sources may be incorporated in reading material but should be supported by your own written commentary. Such 'quotations' are not included in the 300 page limit referred to above.

Finally, please ensure that the following information is provided when you submit your readings.

1. Author's name
2. Date of Article (for periodicals)
3. Title of Article/Topic
4. Title of Book/Periodical
5. Editor's name (if applicable)
6. Publisher
7. Edition of book (if any)
8. Page numbers (NB. If a whole chapter has been used please include chapter no.)
9. Total number of pages in the book
10. ISBN number (for books) or,
11. ISSN number (for periodicals).

3.5 STRUCTURE OF YOUR MATERIAL

External Studies staff will accept responsibility for the typing and collating of material submitted by lecturers, however, it is the responsibility of each lecturer who submits work to proof-read it accurately before it goes to the printer. Our proof-reader will assist you as much as possible.

All notes sent to external students will be grouped in modules.

Each module may comprise a number of booklets such as:

Module 1 - Study Guide
Module 1 - Notes
Module 1 - Readings

As a general rule

Study Guides will provide students with information as to how the module or unit is organized, what its objectives are and will detail pathways the students might follow to attain these objectives. The Study Guide for Module 1 will often reduce to a general review of the whole unit and will be a source of annually updated information.

Notes will comprise your own writings, lecture material, questions, activities, diagnostic tests etc.

Readings will include journal articles and book extracts that are covered by copyright legislation.

The material in each module may, of course, be further subdivided into a number of **topics, sections, blocks** or **parts.**

Each **posting** will normally comprise one or more complete modules. Students should be advised in the first module of the mailing dates for subsequent material. (All students are advised to contact the Co-ordinator of External Studies if they do not receive material within one week of the scheduled posting date).

3.6 THE 'GETTING STARTED' PACKAGE

The first package a newly enrolled external student receives is the 'GETTING STARTED PACKAGE' which includes:

- The 'Getting Started' tape.
- The 'External Studies Handbook'.
- The College publication, 'The Written Assignment'.
- The Resource Centre package comprising borrowing cards, extension of loan cards, request for photocopy cards and general information sheets.
- The External Studies publication, 'Effective Study Guide'.

Continuing external students will only receive:

- The 'External Studies Handbook'
- A Resource Centre package.

3.7 THE FIRST PACKAGE OF STUDY MATERIAL IN EACH UNIT

The first mailing of study material that an external student receives each year will include all or most of the following:

- The Introduction to the Unit. (Module 1 - Suggestions for content are given below).
- Other modules and/or readings as prescribed.
- Assignment Title Pages.
- Assignment Receipt Cards.
- Request for Assignment Extension forms.
- A change of Personal Details form.
- A change of Enrolment form.

3.8 PREPARING THE FIRST MODULE

The first module of material for any unit is probably the most important one that staff will have to prepare and is certainly the most important one that external students will receive. It serves to set the scene for for the entire unit and to establish a framework within which students can plan.

From the college's point of view it is desirable not only to have a degree of consistency in layout and style but also to ensure that students are provided with all the information they need in a clear and logical manner. Matters of style and layout will generally be determined by staff of the External Studies Unit but suggestions from writers will always be welcome. In cases where established policy conflicts with the views of a writer it is expected that the matter will be resolved by discussions.

Because of the importance of the first module and because of the great effort being devoted to the preparation of new units and major re-writes of existing ones it is appropriate to introduce a degree of prescription into the contents of the first guide for each unit.

The first booklet associated with each unit will be Module One - Study Guide and will carry this title on the cover.

Headings to be used in this Study Guide are outlined below and will appear in that order.

It is strongly recommended that each heading of the checklist be used and writers should have a good reason for omitting any one of them.

Additional headings may be added at the end although in most cases such headings would probably best be incorporated in a separate booklet of notes or readings.

HEADING	COMMENTS
Introduction	General welcome to students. Summary data about person(s) responsible for preparing material. A description of the scope and content of the unit and perhaps how it relates to the broader discipline.
Objectives	List all objectives relevant to the unit.
Structure	Details of modular breakdown and contents of each module including audio tapes, slides, etc. Indicate whether a study school is involved and how this is to be integrated with the rest of the program.
Mailing Schedule	Number of mailings; date and content of each mailing. (Please use tabular form). The External Studies Unit will check this information against that provided in the 'Blue Forms'. (See Appendix C).
Textbook(s)	Explain to students why a particular book has been chosen.
References	It would be very helpful to students if they could be advised which books cover a particular topic very well. Also, the extent to which a particular reference book is likely to be useful for various assignments would be helpful for both students and librarians.
Study Plan	A suggested Study Plan which will indicate areas of specific emphasis and desirable rates of progress throughout the semester. This may seem to be an unnecessary procedure for students who have had prior experience of studying at a tertiary level but experience has indicated that external students often have great difficulty in planning a study program and that they welcome helpful advice and suggestions.
Assignments	Number of assignments; expected length; posting dates; amount each assignment is worth; assignment grading scale and its meaning; (See 4.4) Note: In the interests of uniformity and consistency students who require an extension of time are required to contact the Co-ordinator of External Studies in the first instance. Extensions of up to one week are normally granted automatically but extensions beyond this are only granted in exceptional

	circumstances. In most such cases lecturers are contacted and advised of the situation. If an extension has been granted this will be indicated on the assignment cover page when the assignment is forwarded to you for marking. (See Appendix E).
Assignment Topics	These will normally be printed on pink paper. Details of length, posting date and value of each assignment should be repeated.
Assignment Presentation	Specific requirements only. All students will have a copy of the college publication 'The Written Assignment'.
Assessment	Specify whether an examination will be involved and, if so, what type and how long. It may be desirable to include some sample questions and information as to the number of questions to be answered and the choice available (if any). Note: The Examinations Officer in the Student Administration Branch will arrange for students to sit for examinations in various centres. Full details of your requirements will be sought by the Examinations Officer during the semester.
About Your Lecturer(s)	This should provide some personal details about the staff teaching the unit (they may not be the same as those who wrote it). A photo should be included as well as location, how and when to contact.
Other Matters	This will be blank in most cases!
Key to Symbols	Some sets of notes will use symbols to denote specific items in the material to help students plan and to highlight key areas. A summary should appear here. Also a note on use of coloured pages e.g., appendices - yellow + white; activities/exercises - green, etc.

The use of such symbols has both advantages ans disadvantages. If their use is too frequent it can become distracting., Some staff might like to try them and evaluate their usefulness.

Suggested symbols are:

Key concept/idea

Reference to reading in book(s) of readings

Reference to textbook(s)

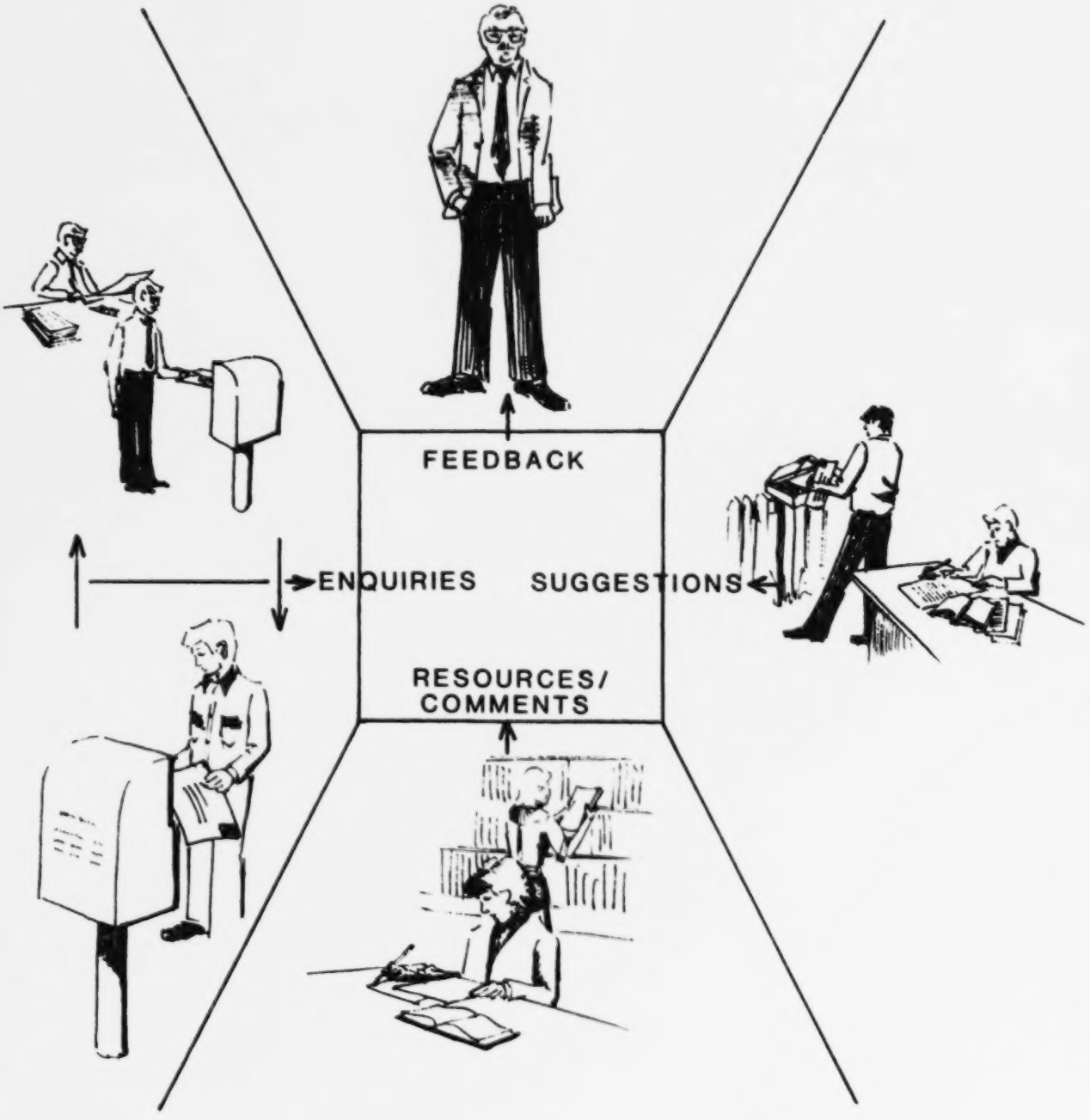
Suggested Activity (other than assignment)
- or enclose activities in a box

Summary

Other issues

Play audio tape here

THE WRITTEN ASSIGNMENT



4.1 TIMING

As students are not always able to obtain texts at the beginning of a semester, the due date for the first assignment will depend on the type and number of written items required. The function of assignments in teaching the unit will largely determine the number which will be set, when they will be set, whether they are compulsory and whether they are to count towards the final assessment. You may, for example, decide to use essays, short answer tests, objective tests, multiple choice tests, self assessment exercises or computer marked tests, work sheets, or any combination of these.

If you decide to ask students to submit three or four exercises and the first can be completed by using the material sent in the first batch, then three weeks after the commencement of semester may not be an unreasonable due date for a minor exercise. However, if a student is asked to submit two or three pieces of work requiring deep and wide reading, then a later submission date for the first assignment is clearly desirable.

It is important that the due date for the last assignment in a semester be at least two weeks before final assessments are due at our Computer Centre. This should allow sufficient time for the marking of assignments, for their return to students and for the receipt of appeals against the grade awarded.

Because many of your students may not have undertaken tertiary studies for some years, may never have had to write large assignments or may be quite unfamiliar with your subject they may be unsure of your requirements. For these reasons it could be beneficial to give your students the opportunity to complete a short, initial, non-assessable assignment which you could comment on in some detail and return to them before the first assignment is due. Several lecturers have tried this and even made individual comments on a tape which is sent to the student with his or her marked assignment.

4.2 TOPICS

Because all students cannot obtain all reference reading at any one time it may be helpful to set alternative topics on an alphabetical basis, one part of the class completing a topic early in the semester and another part of the class completing it later. Alternatively, several topics requiring the use of different references might be set.

4.3 MARKING

Many external students are working in comparative or complete isolation, and hence lecturers' comments on assignments are extremely important. Indeed, with the exception of study schools, the assignment and the comments you provide when you return it is the major opportunity for feedback to the student in the teaching process.

lecturers employ a variety of techniques in providing guidance through assignments:

1. Individual comments at appropriate places in the assignment.

2. Comments summarised on the assignment cover page.

3. Provision of a standard comment sheet with values assigned for performance, style, use of bibliography, etc.

4. A standard set of comments covering the errors or omissions most usually found in the particular assignment.

5. Use of standard answer sheets, especially in mathematical assignments.

Students find it very disheartening to have a long essay, detailed practical assignment or even a mechanical exercise, returned without any indication of where they went wrong and what they should do to improve their next attempt. The important thing is to remember the extra sensitivity to criticism which distance or solitude can engender in the external student.

You might find it useful to consider the following factors which the Open University (U.K.) has identified as requiring comment on a student's assignment:

(i) Comments which indicate that the assignment as a whole has been received and considered, for example an acknowledgement that you can see what the student was trying to achieve.

(ii) Correction of errors of text or misunderstanding, explaining why something is incorrect or including a precise reference;

(iii) Comments on essay and study techniques - cases, for example, where the work shows an obvious lack of perspective, or where an otherwise reasonable essay is marred by atrocious grammar or spelling. However, in this latter case it is important for tutors to emphasize the reasons why grammar and spelling are important.

(iv) Comments on the relevance of the content and approach. Some units involve a discussion tape which offers an opportunity to explain the criteria of relevance, and explore the benefits of certain approaches. The isolation of external students, which prevents them from trying their ideas out on their peers, makes comments from the tutor in this area all the more valuable;

(v) Encouragement: As the Open University tutor's booklet says, 'Even when an assignment is poor, you can usually find some positive virtue to praise. A written invitation to students to discuss points of difficulty in writing or on the telephone will further assist them to 'balance out' their comments, and renew their commitment.' Although an apt and vitriolic comment may help ease the frustrations of a tutor who has just waded through ten pages of ill-considered prose, these are often wounding to a distant and perhaps anxious student.

(vi) An explanation of the assessment. On receiving an assignment back from a tutor, a student will open it and look at the grade (if any) - then, possibly, at the explanation on the Assignment Attachment. Thus, this teaching summary should give an overall view, commenting not only on the reasons for any specific grade on the assessment but also relating this assessment to the student's progress in the unit.

4.4 GRADES

Provision is made on the Assignment Title Page for a grade to be inserted. There is no one college policy that applies to the grading of assignments but what is important is that students fully understand what a particular grade means.

A sample of a grading policy adopted by some staff is shown below. Information such as this should be included in the introduction to each unit.

Sample Grading Policy

Assessment of your responses will be based on four general criteria as described below:

A. Presentation

- heading, assignment number, name, etc.
- bibliography/references
- expression - spelling, grammar, syntax, succinctness, and clarity
- diagrams, tables and other graphic illustration, plus explanations as appropriate.

B. Demonstrated familiarity with study materials

- reference made to readings
- analysis and synthesis of others' ideas
- critical evaluation of other points of view
- evidence of having gone beyond the materials supplied.

C. Understanding of the concepts

- ability to go straight to the central point
- ability to probe beyond the superficial and the obvious

- conclusions from investigation demonstrate insights.

D. Demonstration of the ability to apply theory as revealed in the study materials to the practical situation

- appropriateness of selected activity for application in the exercise
- application with purpose - i.e., to learn about and improve the situation
- evidence of careful investigation, or collection of information
- avoidance of the purely anecdotal approach
- application is specific to your work experience
- evidence of creativity and initiative
- implications are drawn out for you in your position within the school
- evaluation of the exercise from your point of view.

You are urged to study the College booklet called The Written Assignment. It sets out the accepted formats for presentation of assignments.

For each assignment you submit, the lecturer/marker will complete an 'Assignment Evaluation Sheet' according to the above categories. Although not every criterion will apply to every assignment, the details given above will give an idea of the elements looked for in an assignment.

Each assignment will be given an overall letter grade according to the following 'grading policy'.

Grade	Percentage	Description
A+	95-100	Unusually high achievement. This grade infrequently given, represents an exceptionally high degree of clarity of expression, analytical ability and creativity in all categories.
A	90-94	Consistently excellent work demonstrating a high degree of clarity of expression, analytical ability and creativity.
A-	85-89	Excellent performance in many aspects of the work. Evidence of clarity of expression, analytical ability and creativity.

B+	79-84	Good performance in several aspects of the work, with evidence of the potential for high achievement.
B	72-78	Good work demonstrating diligence and effort above basic requirements.
B-	66-77	Generally good work with only minor omissions or weaknesses in form or content.
C+	60-65	This grade represents acceptable work, meeting basic expectations of students in a graduate diploma degree/course.
C	55-59	Work which achieves the minimum of expectations. A marginal grade, which alerts the student to a judgement of limited performance.
C-	50-54	Barely acceptable work. This grade indicates reservations as to the student's ability or readiness to meet unit requirements.
N	Less than 50	Unacceptable work given a clearly failing grade.

4.5 REPEAT ASSIGNMENTS

If you wish, you may permit a student to repeat an assignment, or to complete an additional assignment, in order to gain a higher grade. In such cases it is important to stipulate a final 'date due' for the repeat, or extra, piece of work.

4.6 RECORD KEEPING

Dates of receipt and return of assignments are recorded in an Assignment Register held by the External Studies Unit. Grades are also recorded. Students are required to send assignments to the Co-ordinator of External Studies but occasionally one will send an assignment direct to a lecturer. If this occurs we ask you to notify the External Studies Co-ordinator immediately so that the assignment's arrival can be noted.

Similarly, assignments are returned to students through the External Studies Unit. However, if you wish to return assignments personally, for example during a study school, you are asked to give a list to us so that an accurate record of their return can be kept.

4.7 STUDENT PROGRESS

Staff of the External Studies Unit try to keep track of students' progress by contacting them when assignments are well overdue and we will endeavour to notify you of any extenuating or special circumstances that should be given consideration when assessing a particular piece of work. An example of the kind of letter sent to students whose work seems to be very late is given in Appendix E.

STUDY SCHOOL

5.1 GENERAL COMMENT

There is more than one opinion as to whether or not study schools should be a requirement of units offered by External Studies and you should give careful consideration to the many issues involved before you prescribe such a school.

It is certainly true that study schools provide an opportunity for you to meet students, for students to interact with each other, for you to obtain feedback and to hold tutorials and seminars, and for you to convey information which might otherwise prove difficult to transmit. However, it is also important to give consideration to the following:

a) What objectives make a study school necessary (or desirable)?

b) Should a study school be voluntary or compulsory?

c) What attitude will be adopted towards those who cannot attend e.g., because of an airline strike; because of illness; because of a car accident on the way to school?

d) Are there feasible alternatives e.g., tutorials in country centres?

e) Can I justify the cost of a study school to a student who has to travel from Birdsville, Cooktown, Aurukun, Cairns, Port Moresby or Melbourne?

f) What part will a study school play in my assessment procedures?

g) Will the study school occur at a convenient time in the semester?

5.2 PARTICULAR POINTS TO OBSERVE

Once it is decided that a study school is to be held, the following points should be observed.

a) Unless you are prepared to work during weekends or on a public holiday it may be necessary to limit a school to 2 days.

b) Because most of our external students are teachers, study schools can normally be held during school holidays only.

c) It is necessary to prepare students for a study school. Full details of requirements, together with a timetable for the school should be forwarded to students at least 3 weeks before the school is to commence. Of particular importance are details of starting and finishing times each day.

d) Campus Liaison Officers may be willing to assist with administrative arrangements and perform such tasks as allocating rooms, and advising the canteen, bookshop and library that a study school is being held. However it is your task to keep them informed of any changes you make to an initial program.

e) The Student Union is usually willing to contribute towards morning and afternoon teas, coffee etc. You should contact the Union Secretariat to advise them of your requirements.

To attend a study school means real sacrifices in terms of both time and money, especially in cases where parents have to arrange for baby-sitters for their children or make other special arrangements. This sacrifice is made to seem worthwhile if students go home feeling that they have really worked hard and obtained benefit from their experience.

5.3 HINTS

The following hints may prove useful:

Do not have study schools that only

- provide administrative information
- comprise straight information lectures
- re-cast notes already sent out
- provide material that can be posted to students

At study schools it is sensible to:

- hold tutorials, discussions and seminars
- provide demonstrations
- conduct laboratory/practical work
- provide for group projects
- discuss assignments
- hold 'inspirational' lectures delivered by 'experts'
- show resource material not otherwise available

5.4 ACCOMMODATION

External students who are required to attend study schools should be advised of the accommodation arrangements that apply at the Halls of Residence, Mount Gravatt Campus and at the TAFE Halls of Residence adjoining the Kelvin Grove Campus.

Because it is always more likely that accommodation will be available at the first of these than at the second all staff should consider the feasibility and benefits of holding study schools on the Mount Gravatt Campus. Naturally the availability of resources will be a major factor in your decision but a 'voluntary' or 'strongly recommended' study school could attract a wider audience if good accommodation is available nearby.

BOOKS

6.1 TEXTBOOK(S)

The College expects students to purchase their Prescribed Texts and hence it is important that such books be wisely chosen. Printing schedules relating to the production of the External Studies Handbook make it necessary for texts for all units to be offered in any one year to be finalised no later than July/August of the preceding year.

Students enrolled externally with the college normally know the units they will be taking during a year and many will purchase their books well before the commencement of each semester. Hence once a text has been set it should not be changed unless, of course, it is out of print. In such a case a substitute book could be prescribed (providing it can be procured fairly quickly) or arrangements might be made, within the copyright act, to copy larger than usual sections of a book for forwarding to students.

Books are expensive and you are asked to give due consideration to the practical realities of cost and numbers, just as you do to their academic merit and relevance. Two errors to be avoided are:

1. Do not write a unit that is over-dependent on a textbook that may not be available because it suddenly 'goes out of print'.

2. Do not prescribe textbooks which you never refer to in your notes or which need not be read to satisfy your requirements.

Both of these actions have occurred and they cause unnecessary frustrations for many people, not the lease of whom are the students.

6.2 REFERENCE BOOKS

Because of the time factor students may not be able to borrow and read as many reference books as either you, or they, would like. Hence some guidance should be given by you to assist them to choose wisely.

Many of the problems external students experience when trying to find relevant reading material could be avoided (or at least minimised) by giving consideration to the following:

a) Do not mention in your notes books (other than prescribed texts) or references which are not available from our own library. Remember that teachers at places such as Birdsville, Aurukun, P.N.G. do not have ready access to bookshops and even relatively cheap publications may be impossible to obtain in a short time. Remember too, that many enrolled students may be currently working and may not have ready access to books and materials that you think should be easy to obtain.

b) Do mention those books in the library that would assist with an understanding of the unit. If possible, provide short abstracts of the books to which you refer.

It is our experience that students will generally not borrow a book which is not referred to in the notes.

However, it is also true that if only one book is referred to on a particular occasion there might be 20 or 30 students wanting to borrow it at once when there are only three or four copies available. Try to provide alternatives.

c) Do try to provide alternative assignment topics at least on some occasions. This may prevent a rush of students all wanting to borrow the same book or books at the one time.

d) In some units lecturers have arranged (through the relevant librarian) to forward to students in booklet form the photocopied 'Contents' pages of all books and journals that they consider might be relevant to their unit. This provides more information to students before they order books. Similarly the provision of an annotated bibliography, either incorporated in your notes or bound separately, is very useful to students.

In summary, it is important for you to ensure that external students enrolled in your unit have ready access through you personally, through the External Studies Collection, or through the College Bookstore, to all the resources and material they need in order to be able to understand the unit they are studying and to tackle the assignments that you set.

APPENDIX A

BRISBANE COLLEGE OF ADVANCED EDUCATION — EXTERNAL UNIT PLANNING SCHEDULE

	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
STEP 1	Writing teams commence to determine aspects relating to academic, resource, assessment needs.											
STEP 2			Notes, Study Guides, Readings First Module*									
					Second Module							
							Third Module					
								Fourth Module				
									Subsequent Modules			
STEP 3					Graphics, Tapes, Slides, Kits, etc.						Preparing Multiple Copies.	
STEP 4												Final proof-reading and checking of all materials.

Checklist

O. H. Transparencies	Kits/special materials
Textbook(s) ?	Slides
References ?	Film strips
Readings ?	Scripts
Audio tapes	Video tapes

KEY:

- Latest date for final copy to typist.
- Submission of first and second drafts to typist.
- * First module does not necessarily mean Module One.
- Final decisions re textbooks, references for library purchase, vacation school dates.

APPENDIX B

The following article has been taken from Open Campus, Vol. 3, No. 1, 1981-82. Open Campus presents occasional papers of relevance to distance educators and is published by the Centre for Educational Services, Deakin University, Victoria, 3217.

The article summarises the procedures followed using a course-team approach to the preparation of external studies material and stresses the need for restraint in length and for ensuring that the level of writing is pitched at the appropriate student level. Note that UKOU = United Kingdom Open University.

NOTES ON lesson writing for authors[6]

Lesson summaries provide an outline of basic planning information including the **proposed teaching strategy. Copies** of these summaries for all the lessons are available to all members of the course team and all consultants. First drafts should be full drafts. i.e., including contents pages, various forms of guidance to students and exercises and questions in the text, assessment questions, estimates of workload, and any associated offprints. Copies should be laid out and typed according to the 'notes for typists', (circulated to all UKOU members of the course team and available to consultant authors as necessary). Second drafts are completed by the author on the basis of discussion of the first draft by members in that Section of the course. Any items missing from the first draft must be included at this stage as this is the draft that goes to four evaluators. This draft is also circulated to the whole course team. (NB first drafts may go for evaluation if they are complete). The final drafts are completed by the author, on the basis of the tutor-testers' comments and any other reactions received to the second draft.

Differences between drafts

It is almost impossible and very expensive to make any changes after this draft has been handed over to our editor. The editor may have suggestions to improve the expression and presentation at this stage. This draft will probably only be circulated to selected members of the course team.

[6]These notes were originally prepared for use in the Social Sciences Faculty of the UKOU.

The production of these four stages of each lesson is shown on the course schedule. Any departure from this schedule usually makes extra work for other people, prevents your lesson being properly integrated and referred to by other authors, and reduces the amount of thought and help that can be given to you by other members of the team.

Length of lessons

We advise our students that they can complete their studies in 10-11 hours per week. After allowing for tutorials, preparing for and listening to broadcasts, and preparing and writing answers to assessment questions, there is about seven hours left to study each lesson. This seven hours must include not only time to read the text once, but also:

time to think about each section and re-read it and make notes, as is necessary to achieve the level of understanding that is expected;

time to compelte all SAQs and any exercises;

time to study any graphs, tables, maps or illustrations.

NB There seem to be four factors that exert a major influence on reading speed:

conceptual difficulty and density;

level of understanding and recall required;

style of writing; (especially long sentences with many subordinate clauses, and long words, technical terms or unfamiliar English vocabulary);

sheer number of words.

Although we cannot specify a simple word limit on lessons, on grounds of cost we must limit them to forty pages of the final format plus four pages of supplementary material for assessment questions and up to

twelve pages for offprints. This suggests a limit of about 15,000 words and eight pages of illustrations for the main text, and up to 3,500 for additional reading of any articles or parts of the set books that you want the student to read. 15,000 words is represented by about 60 pages of double-spaced typing on an A4 draft.

Introductory notes

The course team have agreed that all lessons should start with a study guide and a list of key questions or objectves. The study guide is thought of as a brief paragraph indicating all the items of the week's work, including broadcasts, and how to approach these and balance effort between them. If any of the items are likely to change from year to year these can be specified annually in the revised Course Guide. Key questions or objectives come next, to get the student motivated and oriented to the lesson, so that he starts work on it with a clear purpose in mind. The choice of whether to provide open questions which the unit is designed to discuss, or more specific objectives which are to be achieved, is the author's, and will depend on what approach he prefers the student to take, questioning or looking for answers.

A correspondence lesson is not an academic paper

To most of us, writing in a university means writing for publication in an academic journal, that is writing to contribute to knowledge, to report on our research and to establish our careers! Many of the principles one applies when writing for these purposes and which tend to pop up authomatically when we pick up a pen in a university are probably unhelpful when writing for our students. We cannot assume that our students have the ability to follow an argument critically or the background knowledge that our academic colleagues possess. Nor will they necessarily have the knack of remembering the author's arguments, building them into their own knowledge and applying them to the next relevant piece of work they come across. Our academic readership can be assumed to have a specialist's interest in your article, or be searching for material on a specific question, but OU students

may have very low motivation to study your particular lesson.

On average the student should have about seven hours to spend on each lesson, it may help to think of it as one day. What is he likely to do in one day on your own lesson? Merely to read your 18,500 words once fast, will take the average student about three hours. So, you might expect him to read it twice and maybe underline bits or make a few notes. No time to think. Now, one week later, what will he have gained from your lesson? I suspect not much, certainly not enough to justify all your months effort. What would you really like him to get out of your lesson? Imagine you had that student for one full day in your office, just the two of you, to give him as much as possible of your subject, what would you do?

I guess you would ask him to read your correspondence lesson once fast, and then you'd probably spend the rest of the day discussing it with him. You'd probably raise a series of important topics and ask leading questions to check he was understanding all the main points. By 5 pm. you would both be exhausted, but his understanding would surely be different from that previous image of him: reading your lesson twice on hyis own and then shutting the book and his mind. So, we've got to translate as much of that exhausting discussion experience as possible into your lesson. I suggest you start by listing the topics and questions you would use in discussion. For example, you might ask students to:

> analyse one or two arguments set out in your lesson, to compare them on various grounds, to think up criteria for comparing them, to evaluate your list of criteria, to assess the importance of each piece of evidence used, or of each criterion used; sum up what they've got from your lesson in terms of important new data, theories, concepts, new ways of thinking etc; express important ideas in their own words, to tell you what they interpret as your line, to define

terms in their own words:

give you a personal example (or from literature, or news, or imaginary) of some concept you have described in the lesson and then see if they can discuss the fit of one of your lesson hypotheses to it;

to discuss the implications of one idea in your lesson for another idea studied previously;

design a piece of research to test a hypothesis suggested in the text - how would they go about finding out? .... or to choose between methods you suggest;

draw a diagram to represent the relationships of sub-themes in your lesson: hierarchies and sideway links, and to label the links: effects, causes, implications, deduction etc.

Most of these ideas for discussion can be used in our distance teaching system, although a few are really only suitable for discussion. Even they are still worth including for use at tutorials, or for the student's discussion with his local friends. Help the student by putting the questions into your lesson at appropriate intervals and by making any necessary adjustments to the text: for example by adding clues to assumptions or criteria. You may want to underline important terms the first time that they occur.

At the end of the lesson, the course team would like you to help the student to evaluate whether he has got out of his studying all that you would like him to achieve. You couild do this by means of a further check-list of objectives or questions or by referring him back to your opening objectives and key questions.

Assessment

Each lesson writer is also responsible for contributing suggested assessment questions to the course team, at the first draft stage. We would like to have ideas for about a dozen short 'multiple choice' items for computer marking and for a couple of

'essays' to be marked by tutors. These should draw on all set materials and refer to a group of lessons.

REFERENCES

The Council for Educational Technology — How to Write a Distance Learning Course, CET, London, UK, 1980

The International Extension College — Writing for Distance Education, IEC, Cambridge, UK, 1979

The Open University — How to Develop Self-Instrucitonal Teaching, The Centre for International Co-operation and Services, UKOU, 1978

The Open University — Planning a Distance Learning System, The Centre for International Co-operation and Services, UKOU, 1979

The Open University — Workshop on the Use of Consultants, Summary of Presentations and Discussions, 8 pp, Academic Administration, UKOU, 1980

Riley, J. — How to Use Consultants Successfully, 9 pp, CD2, Institute of Educational Technology, UKOU, 1978

APPENDIX C

Planning Information

To: LECTURERS RESPONSIBLE FOR EXTERNAL UNITS SEMESTER 1, 1986.
Copies to Department, Division and School Heads.

From: CO-ORDINATOR OF EXTERNAL STUDIES

Date: 13 AUGUST, 1985. 3-1/55

Re: SUBMISSION OF MATERIAL FOR TYPING, PRINTING AND DESPATCH

A. SCHEDULE

1. Although there will be many new sets of notes required for Semester 1, 1986 there will also be some sets of notes that will probably only be receiving minimum alteration. Hence it is not reasonable to set the same schedule for all.

   Furthermore those staff using editorial assistane may require slightly different schedules from those not using such assistance.

   The table below sets out some key dates which should be adhered to, irrespective of the procedures being followed in the preparatory process. Failure to adhere to these dates may result in material not being ready to mail to students at the set time. (Despite the power strike in semester one this year all material required for the first mailing would have been printed if it had been submitted by the set dates.)

KEY DATES

Return of Blue Forms	:	4 September, 1985
First material to typists	:	9 September, (new units)
. . . .	:	23 September (existing units)
All material for first mailing to printer	:	9 December, 1985

A more detailed schedule of key dates is shown on the following page.

2. The following points should be kept in mind:

   i) the consequences of students not getting their mail on time are quite serious,

   ii) the latest day on which the first mailing in each unit will be made is set as 31 January, 1986,

   iii) material may have to be circulated among a number of staff members for checking and comment before a final version is approved,

   iv) typed material has to be checked for accuracy before it is sent to the Printshop,

   v) once material has been received from the printer it has to be packed ready for posting,

   vi) the preparation of external notes usually takes two or three times longer than initially planned,

   vii) we should make allowances for possible power strikes, staff sickness, storm damage and unforeseen circumstances.

3. Given all factors it is essential that material required to be posted to students in the first mailing be in the hands of the printer no later than 9 December, 1985. The following schedule of key dates will therefore apply:

4. Timetable for submission of material for Semester 1, 1986.

Date	For Units that are essentially new	For Units that are receiving little or no modification
Sept 2	Module 1 and/or Module 2	
9		
16		
23	Module 2 and/or Module 1	Module 1 and/or Module 2
30		
Oct. 7		
14		Module 2 and/or Module 1
21		
28	(All material required to be included in first mailing if not previously submitted)	
Nov. 4		(All material required to be included in first mailing if not previously submitted)
11		
18		
25		
Dec. 2		
9		
	All material required for first mailing to be in hands of the printer.	
16		
23		
30		

All material for second and subsequent mailings should be submitted for typing at least 8 weeks prior to the prescribed mailing date and must reach the printer at least 7 days prior to this latter date.

NOTE:
Most new material for typing will be set up on a word processor and hence draft copies will be readily available. Material typed at Kelvin Grove and some material at Mt. Gravatt will use the College's computer system and hence draft copies of notes may be directed to a printer on any campus. This may speed up the preparation of notes requiring cross campus liaison.

5. Audiovisual material such as audio tapes, video tapes, slide sets, film strips, etc. generally take much longer to prepare for mailing than does print material, because of the checking, labelling and packing required. Hence, if such material is to be forwarded with the first mailing the master copy should be available no later then 13 December 1985. Master copies should be forwarded to Carolyn Forster (External Studies Unit, Kelvin Grove Campus) who will arrange for the necessary copies to be made.

   Material such as kits and maps, which are being supplied by departments for sending with the first or second mailing, should be also forwarded to Carolyn Forster no later than 11 December, 1985 to allow time for packing and labelling.

B. TYPING ARRANGEMENTS

Attached to this memo is a sheet which provides information about external units to be offered in Semester 1, 1986. Included is the campus on which notes will be typed and readings assembled. The persons to whom reading and material for typing should be sent in the first instance are:

Mt. Gravatt Campus - Amanda Richards *
Kelvin Grove Campus - Maureen Thompson

NOTE:

(a) All matters concerned with copyright as it relates to External Studies will be attended to by Sandra Seyer, the External Studies Copyright Officer. Sandra will be happy to assist staff in any way she can. She may be contacted on the Kelvin Grove Campus x8485.

(b) Cover designs. Staff who wish to design their own cover, with or without the assistance of a graphic artist, are quite free to do so providing certain criteria are met. Contac Sandra Seyer in the first instance.

---

* From Semester 1, 1986 all external studies typists will be located at Kelvin Grove.

C. THE BLUE FORM

1. The accompanying blue form, which you are asked to complete, is used by us to plan all mailings in all units. Its accuracy is crucial to our mailing system and hence you are asked to complete it with care.

   We require it early because it assists us with such aspects as scheduling, allocation of shelf space, ordering of supplies (e.g., audio tapes), preparation of covers and keeping track of production schedules.

   You should keep the yellow copy of the form and the information you include on it should agree with that which appears in your advice to students concerning mailing dates, etc.

   If you wish to change the information provided in the form between the time you supply it to me and when you actually write your first module, please let me know, because the mailroom will follow only the instructions that appear on the form. Many problems have been created in the past by the failure of staff to let us know of changes to their original intentions.

   The 'blue form' should be returned to me no later than -

WEDNESDAY, 4 SEPTEMBER, 1985

2. The following points should be noted:

   - The 'unit co-ordinator' will be the academic member of staff who is to accept responsibility for ensuring the maintenance of schedules for the submission of material for typing, etc. and that proof reading is undertaken accurately and diligently. Staff who require help with this latter should contact Sandra Seyer.

   - All costs, except salaries, associated with the production, printing and provision of external studies teaching material normally will be borne by the External Studies Unit. However, the Co-ordinator of External Studis should be advised before any commitment is made to expenditure on specialised material whose cost may be significant, e.g., video tapes and colour slides.

   - All external units should be divided into modules for administrative and teaching purposes. Terms such as Book 1, Reading Set and Booklet will no longer be used. A Unit may be divided into any number of modules (the average seems to be about 4) each of which may comprise one or more of -

     STUDY GUIDE / NOTES / READINGS / AUDIO TAPE(S), ETC.

   - The first mailing in every unit will include at least a Module 1 Study Guide. (Notes and Readings may or may not accompany it.)

- For copyright reasons, readings must be kept separate and bound in a separate book unless copyright clearance has been obtained. However, many staff prefer to integrate their study guides and notes, in which case we usually use the word 'notes' on the cover.

D. WHEN COMPLETING THE 'BLUE FORM' PLEASE NOTE THE FOLLOWING POINTS:

(a) Item 2. Unit Co-ordinator. Please insert one name only.

(b) Campus. This is the campus at which the unit co-ordinator is normally located.

(c) Item 5. Total Number of Mailings to be made. In general this will be no more than 4 for any unit. Naturally lecturers may elect to have all material sent to students in the one mailing although some students find this procedure very disconcerting. Furthermore, because there is always a fair proportion of 'non-starters' and early dropouts this latter procedure can be wasteful of resources.

(d) Item 6. It is essential that the details provided here are complete, accurate and unambiguous. It is also essential that students get the same information.

(e) Item 7. The 'posting date' is the last date by which an external student should post the relevant piece of work. Staff who have used 'due date' in the past should change instructions in their notes to posting date. Again the information provided should be accurate and unambiguous. It will be used to prepare assignment receipt registers (by computer) to plan a completely computerised assignment receipt system, and to follow up 'late' submissions.

(f) Item 9. Generally one copy of external material will be forwarded to each of the lecturers responsible for marking students' work. Material will be forwarded as soon as it is received from the printer. Additional copies will be provided if they have been requested except that class sets (for evening classes) can only be printed with the Head of Department's authority and if copyright laws are not infringed.

(g) The first mailing of notes will be forwarded to students no later than FRIDAY, 31 JANUARY, 1986. Packing of material will commence in the previous two weeks (if not earlier) and postings will occur progressively over a two week period. Last minute changes (particularly additions) to the 'blue form' may not be possible during this critical mailing period.

The attachment to this memo gives a complete list of external units which require the mailing of material in Semester 1 and hence which require the return of the 'blue form'. The name appearing next to a unit is the person believed to be responsible for the preparation of material and hence is the unit co-ordinator. He or she may not necessarily be teaching the unit in Semester 1. It is possible that some units will be cancelled because of insufficient enrolments, but I would appreciate early advice of any errors, changes or omissions.

If you have any queries please do not hesitate to contact me.

B. SCRIVEN

SPECIAL NOTE:

Considerable problems and delays have occurred in the last two semesters in those units being written by more than one person, each of whom wants to submit work for typing independently of the other writer or writers.

In future work for typing will only be accepted from the unit co-ordinator who, it will be assumed, will have read and approved all submitted material.

BRISBANE COLLEGE OF ADVANCED EDUCATION

("BLUE FORM")

EXTERNAL UNIT INFORMATION - SEMESTER 1, 1986

1. UNIT TITLE: _____

2. UNIT CO-ORDINATOR: _____

3. UNIT CODE: _____

4. CAMPUS: _____

5. Total number of mailings to be made: _____

6. Dates and contents of mailings:----------

DATE OF MAILING	MAILING CONTENTS
1. 31 Jan, 1986 or earlier	
2. _____	

3. _____ _____

_____

_____

_____

_____

_____

4. _____ _____

_____

5. _____ _____

_____

_____

* List here composition of each mailing, e.g. Module 1 Study Guide + Audio Tape + Module 1 Readings. It must be clear to mailroom staff exactly how many different items are to be included in each mailing.

7. Assignment Details.

Total number of assessment items and/or reports to be submitted by students.

_____

Item No.	Nature of Item (e.g. worksheet, assignment)	Posting Date (i.e. date on which assignments are to be posted by students.)
One	_____	_____
Two	_____	_____
Three	_____	_____
Four	_____	_____
Five	_____	_____
Six	_____	_____

Seven _____ _____

Eight _____ _____

Nine _____ _____

Ten _____ _____

.....

8. Do you intend setting a final examination? _____

If yes, please state

(i) length of paper (in hours) _____

(ii) preferred time and date (this will need to be confirmed by the examinations officer) _____

9. Number of copies of external notes required for lecturer/departmental use. (copies will be forwarded to the co-ordinator as they become available. _____

10. Name(s) of lecturers responsible for marking students' work

_____

_____

11. Any other special information/instructions _____

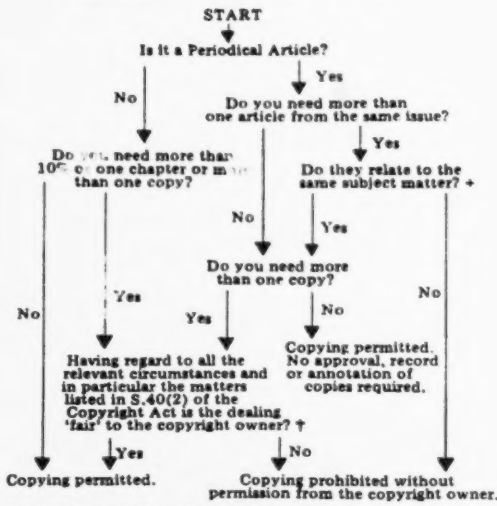
_____

PLEASE RETURN TO THE CO-ORDINATOR OF EXTERNAL STUDIES
BEFORE WEDNESDAY, 4, SEP, 1985.

APPENDIX D

A GUIDE TO COPYING AT BRISBANE COLLEGE OF ADVANCED EDUCATION

COPYING ('FAIR DEALING') FOR PERSONAL RESEARCH OR STUDY*


START
Is it a Periodical Article?
Yes
No
Do you need more than one article from the same issue?
Yes
No
Do you need more than 10% or one chapter or more than one copy?
Do they relate to the same subject matter? +
Yes
No
Do you need more than one copy?
Yes
No
Yes
No
No
Having regard to all the relevant circumstances and in particular the matters listed in S.40(2) of the Copyright Act is the dealing 'fair' to the copyright owner? †
Copying permitted. No approval, record or annotation of copies required.
Yes
No
Copying permitted.
Copying prohibited without permission from the copyright owner.

† In deciding whether the copying amounts to a 'fair dealing', regard will be had to the following matters:

(a) the purpose and character of dealing;
(b) the nature of the work or adaptation;
(c) the possibility of obtaining the work or adaptation within a reasonable time at an ordinary commercial price;
(d) the effect of the dealing upon the potential market for, or value of, the work or adaptation; and
(e) in case where part only of the work or adaptation is copied — the amount and substantiality of the part copied taken in relation to the whole work or adaptation.

\+ In determining 'same subject matter' regard should be given to the overall nature of the material contained within the relevant issue.

* This privilege extends equally to students.

See Copyright Act Section 40

MULTIPLE COPYING OF INSUBSTANTIAL PORTIONS FOR A COURSE OF EDUCATION*

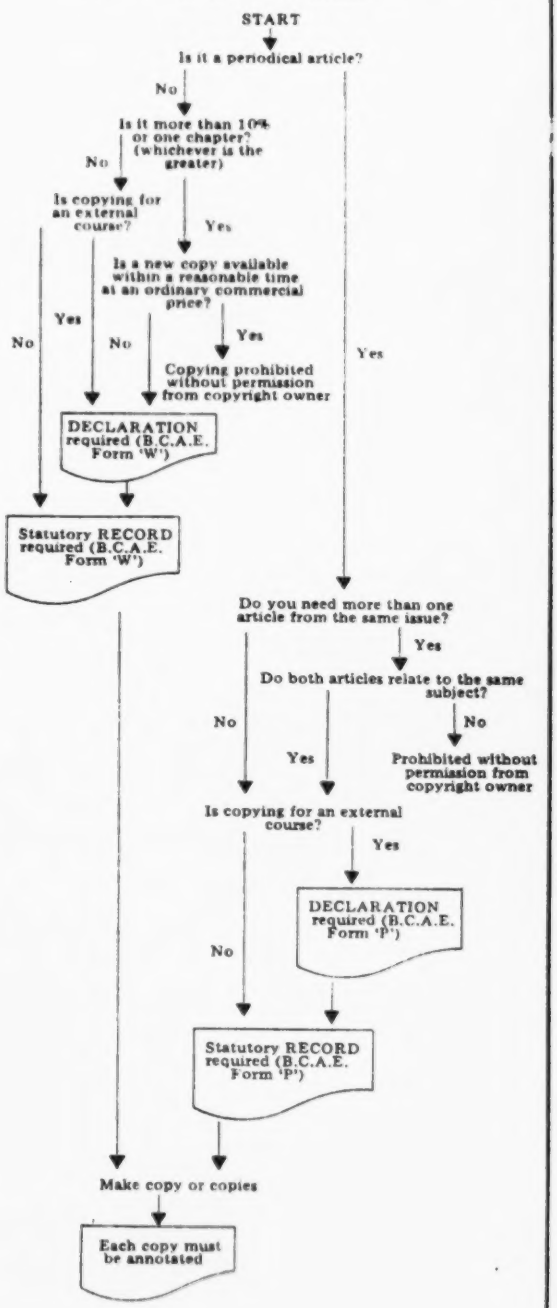
* 'Course of Education' means a specific and approved College course.

This privilege extends equally to students.

See Copyright Act Section 53A

\+ Copying prohibited under this section may nevertheless be permitted under S.53B — 'Multiple copying for teaching purposes of the Institution' which see also.

MULTIPLE COPYING FOR THE TEACHING PURPOSES OF THE INSTITUTION *


START
Is it a periodical article?
No
Is it more than 10% or one chapter? (whichever is the greater)
No
Is copying for an external course?
Yes
Is a new copy available within a reasonable time at an ordinary commercial price?
Yes
No
Yes
No
Copying prohibited without permission from copyright owner
DECLARATION required (B.C.A.E. Form 'W')
Statutory RECORD required (B.C.A.E. Form 'W')
Yes
Do you need more than one article from the same issue?
Yes
Do both articles relate to the same subject?
No
Yes
No
Prohibited without permission from copyright owner
Is copying for an external course?
Yes
DECLARATION required (B.C.A.E. Form 'P')
No
Statutory RECORD required (B.C.A.E. Form 'P')
Make copy or copies
Each copy must be annotated

* 'Teaching purposes of the Institution' means

(a) in connection with a particular course of instruction provided by the College; or
(b) for the purpose of inclusion in the collection of the library; or
(c) for any matter ancillary to any course of instruction or other educational purpose.

This privilege does not extend to students unless express approval has been granted to the student to copy for the purposes outlined.

The College is liable for the payment of royalties to copyright owners for copying done pursuant to this privilege except where done for external students otherwise than as part of the lecture notes for the course.

See Copyright Act Section 53B

APPENDIX E

Dear

We have noted that you are well behind with the submission of assignments in the subject(s) for which you are enrolled this semester.

Because we are concerned about this I am writing to ask if we can help in any way or if there are any extenuating circumstances which could justify us giving you extensions for the submission of the late work. I can assure you that we fully appreciate the many difficulties under which external students have to work and that we certainly do not want you to 'drop-out' if this can possibly be avoided.

Please let us know if we can be of assistance and what your future plans relating to the course are.

Yours faithfully,

B. Scriven
Co-ordinator of
External Studies.

SELECTED BIBLIOGRAPHY

The books listed below are available on loan from the College Resource Centre or from the Co-ordinator of External Studies. They represent but a small sample of the ever increasing literature on 'distance education'. All should be of interest although some will be of particular value to those responsible for writing external studies material.

Council for Educational Technology (1980). How to Write a Distance Learning Course: A Self-Study Pack for Authors. (11 volumes). U.K.: C.E.T.

Young, P. and Hosking, S. (1979). A Guide to Producing External Studies Materials. Warrnambool: W.I.A.E.

Holmberg, B. (1982). Recent Research Into Distance Education. Hagen: Fernuniversitat.

Kaye, A. and Rumble, G. (1981). Distance Teaching for Higher and Adult Education. U.K.: Croom Helm.

Holmberg, B. (1977). Distance Education: A Survey and Bibliography. London: Kogan Page.

Bates, A.W. (ed.) (1984). The Role of Technology in Distance Education. London: Croom Helm.

Sewart, D., Kregan, D. and Holmberg, B. (1983). Distance Education International Perspectives. London: Croom Helm.